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ABSTRACT

A practice test has been prepared to give students experience with test items that are similar to those on the Ohio Ninth-grade Proficiency Tests. The practice test consists of one writing prompt, 20 reading questions, 20 mathematics questions, 25 citizenship questions, and 20 science questions. This manual contains instructions to the teacher, as well as oral directions to be read aloud to the students. The information to be read aloud to students is indented and printed in uppercase letters; instructions to the teacher are in mixed case with regular margins. Directions are organized according to the sequence of the sections in the practice test booklet, but can be used even if the practice test is given in another sequence. The directions are similar, but not identical, to the directions in the actual proficiency tests. In addition to the directions for each section of the practice tests, the manual contains an answer key for the multiple choice sections, a rubric for scoring writing, and a discussion of the relationships to outcomes and subscales for the practice test items. (SLD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

INSTRUCTIONS FOR ADMINISTERING THE PRACTICE TEST

FOR THE OHIO NINTH-GRADE PROFICIENCY TESTS

Ohio Department of Education
Columbus, Ohio

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I. INTRODUCTION

The practice test consists of test items that are similar to those that appear on the Ohio Ninth-grade Proficiency Tests. The practice test consists of one writing prompt, 20 reading questions, 20 mathematics questions, 25 citizenship questions, and 20 science questions. The answer key for the multiple-choice sections of the practice test and a rubric for scoring writing are on pages 9 and 10 of this manual.

While there are numerous ways in which the practice test may be used, you may wish to use this administration manual with the practice test and the practice answer sheet. This manual contains instructions to the teacher as well as oral directions to be read aloud to the students. Read the appropriate script to your students, paying careful attention to the instructions to the teacher that are inserted between the oral directions. **The information to be read aloud to students is indented and printed in uppercase letters.** Instructions to the teacher are in mixed case and have regular margins.

The directions are ordered according to the sequence of the sections in the practice test booklet (writing, reading, mathematics, citizenship, science), but can be used even if the practice test is given in another sequence. It should be noted that the directions in this manual are similar, but not identical, to the directions that will be given to examinees in the Ohio Ninth-grade Proficiency Tests. Because the Ohio Ninth-grade Proficiency Tests are untimed tests, no instructions about time allotment for completing each section of the practice test are included in these directions. However, each teacher should decide the amount of time students will need to finish each section of the practice test, and set time allotments accordingly.

Appropriate modifications in test format and test administration procedures should be made to enable those handicapped students who will not be exempt from the Ohio Ninth-grade Proficiency Tests to benefit from taking the practice test.

The practice test booklets for the Ohio Ninth-grade Proficiency Tests are intended to be used more than once. Students will be asked not to write in the booklets.

II. MATERIALS NEEDED FOR THE PRACTICE TEST

You should have a practice booklet for each student. Students will be asked not to write in the booklets and will therefore need to be provided with some materials. For the multiple-choice sections, students will need a copy of the practice answer sheet. For the mathematics section, students will also need scratch paper. For the writing section, students will need lined paper for their writing responses and scratch paper for their notes and outlines.

III. BEGINNING THE PRACTICE TEST SESSION

Students' desks should be cleared of all materials except a pencil for the multiple-choice sections, and a pencil or a pen for the writing section.

Say:

> I WILL NOW DISTRIBUTE COPIES OF THE PRACTICE TEST FOR THE OHIO NINTH-GRADE PROFICIENCY TESTS. PLEASE DO NOT WRITE IN THESE BOOKLETS.

Distribute a booklet to each student, then say:

> THIS PRACTICE TEST IS MADE UP OF TEST ITEMS THAT ARE SIMILAR TO THOSE THAT APPEAR ON THE OHIO NINTH-GRADE PROFICIENCY TESTS. EVEN THOUGH THIS IS A PRACTICE TEST, YOU SHOULD TRY TO DO YOUR BEST. THE PRACTICE TEST CONTAINS A WRITING ASSIGNMENT WHICH ASKS YOU TO WRITE ABOUT A GIVEN TOPIC, AND 85 MULTIPLE-CHOICE ITEMS - 20 IN READING, 20 IN MATHEMATICS, 25 IN CITIZENSHIP, AND 20 IN SCIENCE. PLEASE DO NOT WRITE IN THE PRACTICE TEST BOOKLET. WRITE ONLY ON THE SEPARATE SHEETS OF PAPER I GIVE YOU.

Tell students what section(s) of the practice test they will be taking. Distribute the necessary paper for student responses, and proceed to the appropriate sections of this manual for instructions.

IV. DIRECTIONS FOR THE WRITING SECTION OF THE PRACTICE TEST

Instructions in sections II and III should be followed before proceeding with the following directions.

Say:

> YOU WILL NOW TAKE THE WRITING SECTION OF THE PRACTICE TEST. PLEASE CLOSE YOUR BOOKLETS AND LISTEN CAREFULLY TO THESE INSTRUCTIONS FOR TAKING THE WRITING SECTION OF THE PRACTICE TEST. YOU MAY NOT USE A DICTIONARY OR A THESAURUS FOR THIS TEST. YOU WILL WRITE ABOUT THE TOPIC THAT IS IN THE BOOKLET. YOU WILL WRITE ON YOUR LINED PAPER. YOU MAY ERASE, CROSS OUT, AND MAKE OTHER EDITING CHANGES ON YOUR WRITING. YOU MAY PRINT OR USE CURSIVE WRITING, BUT YOUR WRITING MUST BE READABLE. THERE IS NO REQUIREMENT ON HOW MUCH YOU SHOULD WRITE. HOWEVER, YOU MUST WRITE ENOUGH SO THAT A FAIR EVALUATION CAN BE MADE OF YOUR WRITING ABILITY. USE YOUR SCRATCH PAPER TO MAKE AN OUTLINE OR TO WRITE NOTES. NOTHING YOU WRITE ON THE SCRATCH PAPER WILL BE READ. WRITE YOUR RESPONSE TO THE TOPIC ON THE LINED PAPER ONLY. WRITE YOUR NAME ON THE LINED PAPER NOW.

Announce the amount of time that students will have to complete this section of the practice test. Say:

> PLEASE OPEN YOUR BOOKLETS TO PAGE 1. THE TOPIC THAT YOU WILL WRITE ABOUT IS IN THE BOX ON PAGE 1. READ THE TOPIC SILENTLY AS I READ IT ALOUD.

Read the writing topic aloud to the students. Say:

> THINK CAREFULLY ABOUT WHAT THE TOPIC IS ASKING YOU TO DO. BE SURE TO ANSWER ALL PARTS OF THE TOPIC. YOU SHOULD EXPLAIN YOUR THOUGHTS COMPLETELY AND SUPPORT YOUR STATEMENTS BY USING EXAMPLES. YOU MAY BEGIN WRITING.

* * *

V. DIRECTIONS FOR COMPLETING THE PRACTICE TEST ANSWER SHEET

The practice test answer sheet is for use with the multiple-choice sections of the practice test. This practice answer sheet is not the same as the answer sheet that will be used for the Ohio Ninth-grade Proficiency Tests. You may want to fill in the two blank spaces in this section with the appropriate information prior to distributing the answer sheets.

Distribute an answer sheet to each student, then say:

> YOU WILL BE MARKING YOUR ANSWERS TO THE MULTIPLE-CHOICE SECTIONS OF THE PRACTICE TEST ON THE ANSWER SHEET. ALL MARKS MADE ON THE ANSWER SHEET MUST BE IN PENCIL.

Hold up an answer sheet and say:

> TURN YOUR ANSWER SHEET SO THAT THE WORDS "PRACTICE TEST FOR THE OHIO NINTH-GRADE PROFICIENCY TESTS" ARE ON TOP. ON THE BLANK NEXT TO THE WORD "STUDENT," PRINT YOUR NAME. ON THE BLANK NEXT TO THE WORD "SCHOOL," PRINT THE NAME OF YOUR SCHOOL. ON THE BLANK NEXT TO THE WORD "DISTRICT," PRINT _____ (tell students the name of their district). ON THE BLANK NEXT TO THE WORD "COUNTY," PRINT_____ (tell students the name of their county).

When most students have finished, say:

> NEXT, LOCATE THE LARGE GRID ON THE LEFT SIDE OF THE ANSWER SHEET.

Point to the name grid on the answer sheet.

LOCATE THE ROW OF BOXES BELOW THE WORDS "LAST NAME." YOU WILL PRINT YOUR LAST NAME AND YOUR FIRST NAME IN THE BOXES PROVIDED. FIRST, PRINT YOUR LAST NAME, BEGINNING WITH THE FIRST BOX ON THE LEFT EDGE. WRITE ONE LETTER IN EACH BOX. IF YOU HAVE MORE LETTERS IN YOUR LAST NAME THAN THERE ARE BOXES FOR LAST NAME, WRITE AS MANY LETTERS AS WILL FIT.

Pause until most students appear finished, then say:

NEXT, PRINT YOUR FIRST NAME, ONE LETTER IN EACH BOX, BEGINNING WITH THE FIRST BOX UNDER THE WORDS "FIRST NAME." IF YOU HAVE MORE LETTERS IN YOUR FIRST NAME THAN THERE ARE BOXES, WRITE AS MANY LETTERS AS WILL FIT.

NOW, BELOW EACH LETTER THAT YOU PRINTED, DARKEN THE CIRCLE THAT CONTAINS THAT LETTER. BE SURE TO STAY IN THE CORRECT COLUMN AS YOU LOOK FOR THE LETTER TO DARKEN. BE SURE TO DARKEN THE CORRECT CIRCLES COMPLETELY. IF YOU MAKE A MISTAKE, ERASE YOUR MISTAKE COMPLETELY.

IF THERE ARE ANY EMPTY BOXES WHERE YOU PRINTED YOUR FIRST OR LAST NAME, DARKEN THE EMPTY CIRCLE DIRECTLY UNDER EACH EMPTY BOX.

Pause until most students appear finished, then say:

TO THE RIGHT OF THE GRID IS A BOX LABELED "BIRTH DATE." THERE ARE THREE HEADINGS IN THIS BOX: "MONTH," "DAY," AND "YEAR." FIRST, LOCATE THE COLUMN LABELED "MONTH." FIND THE FIRST THREE LETTERS OF THE MONTH YOU WERE BORN, THEN DARKEN THE CIRCLE NEXT TO THAT MONTH. FOR EXAMPLE, IF YOU WERE BORN IN APRIL, YOU WOULD DARKEN THE CIRCLE NEXT TO THE LETTERS "A-P-R."

NEXT, LOCATE THE COLUMN LABELED "DAY." DARKEN THE CIRCLES FOR THE DAY OF THE MONTH YOU WERE BORN. IF YOU WERE BORN ON ONE OF THE FIRST NINE DAYS OF A MONTH, DARKEN, IN THE FIRST COLUMN, THE CIRCLE THAT CONTAINS THE ZERO, THEN DARKEN, IN THE SECOND COLUMN, THE APPROPRIATE DAY OF THE MONTH. FOR EXAMPLE, IF YOU WERE BORN ON THE FIFTH DAY OF A MONTH, YOU WOULD DARKEN THE ZERO IN THE LEFT COLUMN AND THE FIVE IN THE RIGHT COLUMN.

UNDER THE COLUMN LABELED "YEAR," DARKEN THE CIRCLES FOR THE LAST TWO NUMBERS OF THE YEAR YOU WERE BORN. FOR EXAMPLE, IF YOU WERE BORN IN 1975, YOU WOULD DARKEN, IN THE LEFT COLUMN, THE CIRCLE THAT CONTAINS THE SEVEN, AND YOU WOULD DARKEN, IN THE RIGHT COLUMN, THE CIRCLE THAT CONTAINS THE FIVE.

Pause until most students appear finished. Say:

IN THE BOX LABELED "SEX," DARKEN THE CIRCLE NEXT TO "FEMALE" OR "MALE."

IN THE BOX LABELED "GRADE LEVEL," DARKEN THE CIRCLE NEXT TO YOUR GRADE LEVEL.

IN THE BOX LABELED "ETHNICITY," DARKEN THE CIRCLE NEXT TO THE DESCRIPTION OF YOUR ETHNIC BACKGROUND.

As students are finishing, say:

ARE THERE ANY QUESTIONS ABOUT COMPLETING THE INFORMATION ON THE ANSWER SHEET?

Answer questions as needed.

* * *

VI. DIRECTIONS FOR THE READING SECTION OF THE PRACTICE TEST

Instructions in sections II, III, and V should be followed before proceeding with the following directions.

Say:

YOU WILL NOW TAKE THE READING SECTION OF THE PRACTICE TEST. PLEASE KEEP YOUR BOOKLETS CLOSED WHILE I READ THESE INSTRUCTIONS TO YOU. YOU MAY NOT USE ANY REFERENCES FOR THIS TEST. THERE ARE 20 READING QUESTIONS ON THIS TEST. SOME QUESTIONS ARE BASED ON READING SELECTIONS. YOU WILL READ THE SELECTION FIRST, THEN ANSWER QUESTIONS ABOUT IT. THE REMAINING READING QUESTIONS ARE NOT BASED ON A READING SELECTION. READ EACH QUESTION CAREFULLY BEFORE SELECTING AN ANSWER. YOU WILL MARK YOUR ANSWERS ON YOUR ANSWER SHEET, IN THE COLUMN LABELED "READING." YOU SHOULD TRY YOUR BEST TO ANSWER ALL QUESTIONS, EVEN IF YOU ARE NOT SURE OF THE ANSWERS FOR SOME OF THEM. MARK ONLY ONE ANSWER TO EACH QUESTION. WORK ONLY ON THE READING SECTION OF THE PRACTICE TEST.

Announce the amount of time that students will have to complete this section of the practice test. Say:

PLEASE OPEN YOUR BOOKLETS TO PAGE 2 AND BEGIN.

* * *

VII. DIRECTIONS FOR THE MATHEMATICS SECTION OF THE PRACTICE TEST

Instructions in sections II, III, and V should be followed before proceeding with the following directions.

Say:

YOU WILL NOW TAKE THE MATHEMATICS SECTION OF THE PRACTICE TEST. PLEASE KEEP YOUR BOOKLETS CLOSED WHILE I READ THESE INSTRUCTIONS TO YOU. YOU MAY NOT USE A CALCULATOR FOR THIS TEST. THERE ARE 20 MATHEMATICS QUESTIONS ON THIS TEST. READ EACH QUESTION CAREFULLY BEFORE SELECTING AN ANSWER. YOU WILL MARK YOUR ANSWERS ON YOUR ANSWER SHEET, IN THE COLUMN LABELED "MATHEMATICS." YOU MAY USE YOUR SCRATCH PAPER TO WORK OUT THE PROBLEMS, BUT YOU MUST MARK YOUR ANSWERS ON THE ANSWER SHEET. YOU SHOULD TRY YOUR BEST TO ANSWER ALL QUESTIONS, EVEN IF YOU ARE NOT SURE OF THE ANSWERS FOR SOME OF THEM. MARK ONLY ONE ANSWER TO EACH QUESTION. WORK ONLY ON THE MATHEMATICS SECTION OF THE PRACTICE TEST.

Announce the amount of time that students will have to complete this section of the practice test. Say:

PLEASE OPEN YOUR BOOKLETS TO PAGE 14 AND BEGIN.

* * *

VIII. DIRECTIONS FOR THE CITIZENSHIP SECTION OF THE PRACTICE TEST

Instructions in sections II, III, and V should be followed before proceeding with the following directions.

Say:

YOU WILL NOW TAKE THE CITIZENSHIP SECTION OF THE PRACTICE TEST. PLEASE KEEP YOUR BOOKLETS CLOSED WHILE I READ THESE INSTRUCTIONS TO YOU. YOU MAY NOT USE ANY REFERENCES FOR THIS TEST. THERE ARE 25 CITIZENSHIP QUESTIONS ON THE PRACTICE TEST. READ EACH QUESTION CAREFULLY BEFORE SELECTING AN ANSWER. YOU WILL MARK YOUR ANSWERS ON YOUR ANSWER SHEET, IN THE COLUMN LABELED "CITIZENSHIP." YOU SHOULD TRY YOUR BEST TO ANSWER ALL QUESTIONS, EVEN IF YOU ARE NOT SURE OF THE ANSWERS FOR SOME OF THEM. MARK ONLY ONE ANSWER TO EACH QUESTION. WORK ONLY ON THE CITIZENSHIP SECTION OF THE PRACTICE TEST.

Announce the amount of time the students will have to complete this section of the practice test. Say:

PLEASE OPEN YOUR BOOKLETS TO PAGE 24 AND BEGIN.

* * *

IX. DIRECTIONS FOR THE SCIENCE SECTION OF THE PRACTICE TEST

Instructions in sections II, III, and V should be followed before proceeding with the following directions.

Say:

YOU WILL NOW TAKE THE SCIENCE SECTION OF THE PRACTICE TEST. PLEASE KEEP YOUR BOOKLETS CLOSED WHILE I READ THESE INSTRUCTIONS TO YOU. YOU MAY NOT USE ANY REFERENCES FOR THIS TEST. THERE ARE 20 SCIENCE QUESTIONS ON THE PRACTICE TEST. READ EACH QUESTION CAREFULLY BEFORE SELECTING AN ANSWER. YOU WILL MARK YOUR ANSWERS ON YOUR ANSWER SHEET, IN THE COLUMN LABELED "SCIENCE." YOU SHOULD TRY YOUR BEST TO ANSWER ALL QUESTIONS, EVEN IF YOU ARE NOT SURE OF THE ANSWERS FOR SOME OF THEM. MARK ONLY ONE ANSWER TO EACH QUESTION. WORK ONLY ON THE SCIENCE SECTION OF THE PRACTICE TEST.

Announce the amount of time the students will have to complete this section of the practice test. Say:

PLEASE OPEN YOUR BOOKLETS TO PAGE 34 AND BEGIN.

* * *

X. ANSWER KEY TO THE MULTIPLE-CHOICE SECTIONS

Reading	Mathematics	Citizenship	Science
1. A	1. B	1. D	1. B
2. B	2. A	2. C	2. C
3. A	3. C	3. C	3. A
4. C	4. A	4. C	4. C
5. C	5. C	5. C	5. C
6. D	6. B	6. C	6. B
7. D	7. D	7. D	7. C
8. B	8. A	8. D	8. D
9. A	9. C	9. A	9. B
10. C	10. B	10. B	10. A
11. D	11. C	11. D	11. D
12. D	12. C	12. A	12. D
13. A	13. C	13. A	13. A
14. B	14. D	14. D	14. D
15. D	15. B	15. B	15. C
16. A	16. B	16. B	16. B
17. B	17. C	17. D	17. D
18. D	18. D	18. B	18. B
19. B	19. C	19. C	19. C
20. D	20. D	20. A	20. D
		21. B	
		22. C	
		23. B	
		24. A	
		25. C	

XI. RUBRIC FOR SCORING WRITING

4 The writing focuses on the topic with ample supporting ideas or examples and has a logical structure. The paper conveys a sense of completeness, or wholeness. The writing demonstrates a mature command of language, including precision in word choice. With rare exceptions, sentences are complete except when fragments are used purposefully. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the paper follows the conventions of punctuation, capitalization, and spelling.

3 The writing is generally related to the topic with adequate supporting ideas or examples, although development may be uneven. Logical order is apparent, although some lapses may occur. The paper exhibits some sense of completeness, or wholeness. Word choice is generally adequate and precise. Most sentences are complete. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed.

2 The writing demonstrates an awareness of the topic but may include extraneous or loosely related material. Some supporting ideas or examples are included but are not developed. An organizational pattern has been attempted. The paper may lack a sense of completeness, or wholeness. Vocabulary is adequate but limited, predictable, and occasionally vague. Readability is limited by error in sentence structure, subject/verb agreement, and verb and noun forms. Knowledge of the conventions of punctuation and capitalization is demonstrated. With few exceptions, commonly used words are spelled correctly.

1 The writing is only slightly related to the topic, offering few supporting ideas or examples. The writing exhibits little or no evidence of an organizational pattern. Development of ideas is erratic, inadequate, or illogical. Limited or inappropriate vocabulary obscures meaning. Gross errors in sentence structure and usage impede communication. Frequent and blatant errors occur in basic punctuation and capitalization, and commonly used words are frequently misspelled.

0 A paper may be considered non-scorable for any of the following reasons:

* illegible
* not enough text
* flagrant disregard of the topic

XII. PRACTICE TEST ITEMS: RELATIONSHIP TO OUTCOMES AND SUBSCALES

The Practice Test was designed to reflect the average difficulty level of the Ohio Ninth-grade Proficiency Test and to illustrate many of the student outcomes and the subscales used in reporting student performance. The same types of questions are used to measure comprehension of fictional and non-fictional materials.

Reading

Item Number	Subscale	Outcome
1.	Extends Meaning (Fiction)	1j
2.	Extends Meaning (Fiction)	1h
3.	Constructs Meaning (Fiction)	1d
4.	Constructs Meaning (Fiction)	1a
5.	Constructs Meaning (Nonfiction)	2a
6.	Extends Meaning (Nonfiction)	2c
7.	Extends Meaning (Nonfiction)	2f
8.	Extends Meaning (Nonfiction)	2j
9.	Everyday/Functional	3b
10.	Everyday/Functional	3b
11.	Everyday/Functional	3a
12.	Everyday/Functional	3c
13.	Constructs Meaning (Nonfiction)	2a
14.	Extends Meaning (Nonfiction)	2c
15.	Constructs Meaning (Nonfiction)	2e
16.	Extends Meaning (Nonfiction)	2g
17.	Constructs Meaning (Fiction)	1a
18.	Constructs Meaning (Fiction)	1e
19.	Extends Meaning (Fiction)	1h
20.	Extends Meaning (Fiction)	1i

Mathematics

Item Number	Subscale	Outcome	Level of Usage*
1.	Measurement	07	A
2.	Arithmetic	05	K
3.	Data Analysis	13	A
4.	Geometry	09	K
5.	Arithmetic	03	A
6.	Measurement	08	C
7.	Arithmetic	01	K
8.	Data Analysis	14	K
9.	Algebra	15	A
10.	Measurement	06	A
11.	Data Analysis	12	C
12.	Algebra	16	A
13.	Arithmetic	04	A
14.	Geometry	11	A
15.	Measurement	07	K
16.	Arithmetic	03	A
17.	Geometry	10	C
18.	Measurement	07	C
19.	Algebra	16	A
20.	Arithmetic	02	C

* K = Knowledge and Skills C = Conceptual Understanding A = Application and Problem Solving

Citizenship

Item Number	Subscale	Outcome
1.	Citizen Knowledge	17
2.	History	02
3.	Law	11
4.	History	03
5.	Government	14
6.	Law	12
7.	History	01
8.	Law	12
9.	Government	07
10.	Government	10
11.	Citizen Knowledge	15
12.	Economics	08
13.	Economics	06
14.	Government	09
15.	Government	13
16.	Geography	05
17.	Government	09
18.	Geography	04
19.	Citizen Knowledge	15
20.	Government	07
21.	Citizen Knowledge	16
22.	Geography	04
23.	Government	14
24.	Citizen Knowledge	16
25.	Law	12

Science

Item Number	Subscale	Outcome	Cognitive Level
1.	Physical Science	08	A
2.	Physical Science	08	E
3.	Physical Science	08	P
4.	Physical Science	08	E
5.	Earth/Space Science	18	P
6.	Earth/Space Science	18	A
7.	Earth/Space Science	18	P
8.	Earth/Space Science	18	A
9.	The Nature of Science	01	E
10.	The Nature of Science	01	A
11.	The Nature of Science	01	P
12.	Life Science	14	A
13.	Life Science	14	A
14.	Life Science	13	A
15.	Life Science	20	E
16.	Life Science	13	P
17.	Physical Science	09	P
18.	Earth/Space Science	05	P
19.	The Nature of Science	03	A
20.	The Nature of Science	17	E

*A = Acquiring Scientific Knowledge E = Extending Scientific Knowledge P = Processing Scientific Knowledge

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OHIO DEPARTMENT OF EDUCATION

SEPTEMBER, 1990

High School Proficiency Testing : Fact Sheets

Ninth-Grade Mathematics

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in mathematics. Schools may use this information as they prepare students for this important statewide testing program.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education. The information included in these fact sheets applies to most test items; however, the descriptions may not cover all items that could be used on tests. The learning outcomes (bold letters) and related information about test content are provided below.

1. **Compute with whole numbers, fractions, and decimals.**

   Problems will require adding, subtracting, multiplying, and/or dividing

   a. whole numbers (each with no more than four digits);
   b. fractions (each with denominators of 25 or less); and
   c. decimals (through thousandths).

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2. **Compare, order, and determine equivalence of fractions, decimals, percents, whole numbers, and integers.**

   Test questions include the symbols <, =, and > and involve comparisons using number line applications. The student may encounter several types of number representations (e.g., fractions, decimals, and percents) in the same problem.

3. **Solve and use proportions.**

   Students should be able to set up a proportion and to find a missing number in a proportion.

4. **Round numbers to the nearest thousand, hundred, ten, one, tenth, and hundredth.**

   The test may include applications of rounding to situations where fractional parts, regardless of size, must be rounded to the next higher whole number. Students will not be asked to make rounding decisions regarding the number five (5) alone.

5. **Solve problems and make applications involving percentages.**

   Questions require students to find what percent one number is of another; to find a given percent of a number; and to solve problems involving discounts, interest, and tip/gratuity. Problems may involve more than one step.

6. **Select and compute with appropriate standard or metric units to measure length, area, volume, angles, weight, capacity, time, temperature, and money.**

   Students will need to know when a particular measurement unit is appropriate and to know approximate measurements of common items. Questions focus on the ability to solve problems using standard or metric measurement units. Problems do not involve converting from one measurement system to another, but may require converting within a measurement system.

7. **Convert, compare, and compute with common units of measure within the same measurement system.**

   Questions involve the common units for measuring length, weight, capacity, time, and money. Students will need to solve problems involving conversion of units and computation, both within the same measurement system.

8. **Read the scale on a measurement device to the nearest mark and make interpolations where appropriate.**

   Test questions require students to read facsimiles of devices used to measure length, angles, weight, time, and temperature, as well as to use that information to solve problems. Measuring devices will not always include a zero point.

9. **Recognize, classify, and use characteristics of lines and simple two-dimensional figures.**

   Students will need to be familiar with concepts such as perpendicular, vertical, and parallel and to be knowledgeable about triangles, quadrilaterals, pentagons, and circles.

10. **Find the perimeters (circumference) and areas of polygons (circles).**

    Students will need to know formulas for calculating the area of triangles, rectangles, and circles. Questions will involve a knowledge of formulas or strategies for finding the perimeter of a polygon and the circumference of a circle. Students will need to know an approximate value of π. That is, they will need to know an approximate value of π is between three and four.

11. **Find surface areas and volumes of rectangular solids.**

    Questions will require knowledge of formulas and strategies for finding the surface area and volume of rectangular solids.

12. **Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.**

    Questions are designed to measure the ability to use coordinates (letter, number); to solve problems using information presented in tables, charts, or graphs; to use maps; and to interpret, identify patterns or trends, and draw conclusions from tables, charts, and graphs.

13. **Use elementary notions of probability.**

    Questions are designed to measure knowledge of simple probability principles and the ability to apply such principles to solve problems involving randomly occurring events or equally likely outcomes.

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14. **Compute averages.**

Students will be required to find averages of as many as five numbers using data presented in word problems, tables, charts, or graphs. Students may also be asked to find a missing data element (i.e., score or number), given the average and other data elements.

15. **Solve simple number sentences and use formulas.**

Students will be asked to solve number sentences involving one variable with integer coefficients. Questions may also be designed to measure the ability to make simple substitutions in formulas or equations that are given. Some questions may require the student to find a missing dimension, applying knowledge of simple formulas (e.g., distance and volume of a rectangular solid).

16. **Evaluate algebraic expressions (simple substitutions).**

Students will be asked to evaluate algebraic expressions containing as many as three variables by using simple substitutions. When an expression includes two or more variables, values will be given for all but one.

ITEM DISTRIBUTION

Each form of the mathematics test will consist of 40 multiple-choice items. There will be at least one test item to assess each learning outcome. The test questions will be distributed over five strands, or subscales, as follows:

Strand	Learning Outcomes	Number of Test Items
Arithmetic	1, 2, 3, 4, and 5	12
Measurement	6, 7, and 8	10
Geometry	9, 10, and 11	6
Data Analysis	12, 13, and 14	6
Algebra	15 and 16	6

The test items will reflect three levels of usage. Each strand will be tested at each of the three levels of usage. Determining a single level of usage for each test item is difficult, because some questions evaluate more than one level. It may, however, be helpful to know the approximate distribution of items over the three levels of usage.

Level of Usage	% of Test
Knowledge and Skills	25
Conceptual Understanding	25
Application and Problem Solving	50

ADDITIONAL INFORMATION

- Each test item will have four answer choices, but only one answer will be correct. There will not be a penalty for choosing an incorrect answer.
- Answer choices such as "None correct," "All correct," or combinations of responses will not be used.
- It is possible to solve each problem in no more than three steps.
- Students will do their figuring in the test booklet.
- The symbol "X" is used to signify multiplication, but not to indicate a variable. Other letters will be used to indicate variables.
- Students will not be permitted to use calculators, slide rules, rulers, compasses, or any other such devices on this test.
- For application and problem solving questions, only simple calculations will be necessary.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within an hour.
- Charts and other materials that could assist students with test items will need to be covered or removed from the classroom during the test.

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FIELD TEST RESULTS

While the number of students responding to each test item was limited, the results of the field test summarized below provide indications of student achievement on groups of test items.

1. Student performance was highest on items measuring outcomes 1, 6, 12, and 15.

2. Student performance was lowest on items measuring outcomes 2, 3, 5, 9, and 10.

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OHIO DEPARTMENT OF EDUCATION

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High School Proficiency Testing: Fact Sheets

Ninth-Grade Reading

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in reading. Schools may use this information as they prepare students for this important statewide testing program.

READING PASSAGES

Reading passages for outcomes based on fictional selections (1.a. through 1.j.) and nonfictional selections (2.a. through 2.j.) will be in natural, ninth-grade language and will be of appropriate difficulty for ninth-grade students. Passages will have topical and structural integrity and will vary in length, with some passages having over 500 words. Test questions are designed to assess the student's overall understanding of each passage.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education. The information included in these facts sheets applies to most test items; however, the descriptions may not cover all items that could be used on tests. The learning outcomes appear in bold letters. Related information about test content follows each outcome.

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1. **Given a fictional selection, the student will demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, by responding to items regarding**

   a. **the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).**

      Students will be expected to use the content of a reading passage to identify the meaning of an underlined word that is probably not familiar to them. The test question will direct students to the paragraph containing the underlined word.

   b. **the meaning of a multiple-meaning word.**

      Questions will require students to select the appropriate meaning for a multiple-meaning word by using the context of a reading passage. The test question will identify the location where the word appears underlined.

   c. **details (e.g., who, what, when, where, how, or problem/solution).**

      Students will need to answer questions about important details in the passage.

   d. **Sequence of time, places, events, and ideas.**

      Test questions on sequence involve selecting the correct order for as many as four sentences related to the content of the passage.

   e. **stated or implied main ideas.**

      Students will be asked to select the main idea of a paragraph or an entire passage containing several paragraphs. In most cases, the main idea will not be directly stated, but will be implied.

   f. **most-probable outcomes.**

      Questions will direct students to select the most probable outcome, or what is likely to happen in a particular circumstance. These items will involve students in making predictions.

g. cause-and-effect relationships.

Based on a reading passage, students will be asked to identify causes and effects, both stated and implied.

h. the difference between statements based on fact and statements based on inference.

Questions focus on the distinction between what is directly stated in a passage and what a reader might infer from the passage.

i. predictions about whether certain information is likely to be included in material.

Based on one passage, students will select statements that involve predictions about other material. The latter material will often reflect the author's views and interests, though the material could pertain to other information in the passage.

j. the identification of questions that will demonstrate comprehension of the main idea and supporting details.

Students will need to identify the best question to ask to find out if someone understands what the passage is mainly about or understands an important detail of the passage.

2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding

a. details (e.g., who, what, when, where, how, or problem/solution).

Refer to 1.c.

b. stated or implied main ideas.

Refer to 1.e.

c. **cause-and-effect relationship.**

Refer to 1.g.

d. **the difference between statements based on fact and statements based on inference.**

Refer to 1.h.

e. **whether a statement is a fact or an opinion.**

Questions will ask students to select the fact or the opinion from the four statements provided.

f. **predictions about whether certain information is likely to be included in material.**

Refer to 1.i.

g. **details that either support or do not support the main idea.**

A statement of the main idea of a passage may be followed by a question asking which sentence supports that idea or point.

h. **the author's purpose for writing the selection.**

Students will need to identify one of the author's possible purposes for writing the selection. The purpose will usually not be directly stated in the passage. Answer choices may include such phrases as to persuade, to entertain, to inform, and to instruct.

i. **the best summary for a specific audience.**

Students will be asked to select the best summary for the audience specified in the question. An awareness that the "best summary" will vary with the audience is a prerequisite.

j. **the author's attitude toward a topic.**

Test questions require students to infer the author's bias, slant, or view toward a passage topic.

3. **Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding**

a. **directions of two or more steps.**

Directions of two through five steps will be followed by pictures, and students will select the picture that illustrates the directions have been followed correctly. In other items, students will select an answer to a question that requires them mentally to follow the printed directions.

b. **the selection and use of appropriate reference sources and illustrative materials.**

- **Examples of reference sources/illustrative materials would be dictionary, encyclopedia, almanac, atlas, phone book, card catalog, periodical/newspaper, schedule, table of contents, and index.**

- **Examples of skills/processes would be using alphabetical order; skimming and scanning; reading charts, tables, diagrams, graphs, maps, labels, and signs.**

There are numerous possible test questions to assess this outcome. Some of these questions involve selecting the most appropriate, or best, reference source to find the answer. Other questions require a demonstration of the skills/processes necessary to use various types of material.

c. **the meaning of vocabulary words used on an application form.**

Questions will involve the interpretation of vocabulary commonly found on application forms.

d. **the use of propaganda.**

Test questions will involve the identification of a statement containing propaganda. Students will not be asked to identify the particular propaganda technique used in the statement; rather, the focus is on detecting when propaganda is being used.

ITEM DISTRIBUTION

Each form of the reading test will contain 40 multiple-choice items. Each learning outcome will be assessed with at least one item. Some questions will be based upon fictional reading passages, some will be based upon nonfictional reading passages, and the remainder will be based upon everyday/functional reading materials. Each fictional and nonfictional passage will be followed by a maximum of eight test items. The approximate distribution of items to be included for each type of material is provided below.

Type of Material/Subscales	Outcomes	Percent of Items
Fictional		40%
Constructs Meaning	1a, 1b, 1c, 1d, 1e	
Extends Meaning	1f, 1g, 1h, 1i, 1j	
Nonfictional		40%
Constructs Meaning	2a, 2b, 2e	
Extends Meaning	2c, 2d, 2f, 2g, 2h, 2i, 2j	
Everyday/Functional	3a, 3b, 3c, 3d	20%

ADDITIONAL INFORMATION

- Each test item will have four answer choices, but only one answer will be correct. There will not be a penalty for choosing an incorrect answer.
- Items will emphasize the important understandings students are expected to gain from reading.
- Students will base their responses on the reading passage.
- Dictionaries and other reference materials may not be used during the test.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within an hour.

FIELD TEST RESULTS

While the number of students responding to each test item was limited, the results of the field test summarized below provide indications of student achievement on groups of test items. For this purpose, outcomes that are tested on both fiction and nonfiction are combined.

1. Student performance was highest on items measuring outcomes 1a, 1e/2b, 1f, 3b, and 3c.

2. Student performance was lowest on items measuring outcomes 1h/2d, 1i/2f, 1j, 2i, 2j, and 3a.

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High School Proficiency Testing: Fact Sheets

Ninth-Grade Writing

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in writing. Schools may use this information as they prepare students for this important statewide testing program.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education. The learning outcomes are identified below.

The student will produce a piece of writing that

1. **Conveys a message related to the prompt (topic or description of a situation).**
2. **Includes supporting ideas or examples.**
3. **Follows a logical order.**
4. **Conveys a sense of completeness.**
5. **Exhibits word choice appropriate to the audience, the purpose, and the subject.**

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6. **Includes clear language.**
7. **Contains complete sentences and may contain purposeful fragments.**
8. **Exhibits subject-verb agreement.**
9. **Contains standard forms of verbs and nouns.**
10. **Exhibits appropriate punctuation.**
11. **Exhibits appropriate capitalization.**
12. **Contains correct spelling.**
13. **Is legible.**

GENERAL DESCRIPTION

The writing component of the ninth-grade proficiency tests will consist of two writing prompts to which each student will respond by producing original samples of writing. Students will write on both prompts—they will not have a choice of prompts. The students will be asked to respond directly to the prompt using ideas, reasoning, examples, and/or commentary that is pertinent. The prompts are designed to elicit **expository**, **narrative**, and **descriptive** writing.

SCORING PROCEDURES

Each student's written responses to each prompt will be scored independently by two readers trained specifically for this project. The rubric adopted in the state of Ohio for the evaluation of student writing samples will be based on the thirteen learning outcomes. A copy of the rubric is included here. Each paper will be scored holistically using this four-point numerical scale. The scores for the two samples will be summed. If the student fails, an analytic scoring on each sample will be done, and the results will be combined and reported. Analytic scoring will not be done for students who pass. The analytic scoring will address the following three characteristics:

-content/organization (outcomes 1-4)
-language (outcomes 5-6)
-writing conventions (outcomes 7-13)

RUBRIC FOR HOLISTIC SCORING

4 The writing focuses on the topic with ample supporting ideas or examples and has a logical structure. The paper conveys a sense of completeness, or wholeness. The writing demonstrates a mature command of language, including precision in word choice. With rare exceptions, sentences are complete except when fragments are used purposefully. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the paper follows the conventions of punctuation, capitalization, and spelling.

3 The writing is generally related to the topic with adequate supporting ideas or examples, although development may be uneven. Logical order is apparent, although some lapses may occur. The paper exhibits some sense of completeness, or wholeness. Word choice is generally adequate and precise. Most sentences are complete. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed.

2 The writing demonstrates an awareness of the topic but may include extraneous or loosely related material. Some supporting ideas or examples are included but are not developed. An organizational pattern has been attempted. The paper may lack a sense of completeness, or wholeness. Vocabulary is adequate but limited, predictable, and occasionally vague. Readability is limited by errors in sentence structure, subject/verb agreement, and verb and noun forms. Knowledge of the conventions of punctuation and capitalization is demonstrated. With few exceptions, commonly used words are spelled correctly.

1 The writing is only slightly related to the topic, offering few supporting ideas or examples. The writing exhibits little or no evidence of an organizational pattern. Development of ideas is erratic, inadequate, or illogical. Limited or inappropriate vocabulary obscures meaning. Gross errors in sentence structure and usage impede communication. Frequent and blatant errors occur in basic punctuation and capitalization, and commonly used words are frequently misspelled.

0 Non-scorable. A paper may be considered non-scorable for any of the following reasons:

- -illegible
- -not enough text
- -flagrant disregard of the topic

ADDITIONAL INFORMATION

- Students will be provided with ample space for prewriting activity on the answer document. Students should be encouraged to engage in prewriting activity.
- Students will not be permitted to use reference materials, such as dictionaries or thesauruses, on the writing test.
- Students will write with a pen or pencil, and not with any other instrument or equipment.
- As part of their editing, students will be permitted to erase or cross out without penalty. Students should be encouraged to edit their initial drafts.
- Students may use manuscript (print) or cursive writing, but responses must be legible.
- Ohio educators will identify marker, or range finder, papers for scoring.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within eighty minutes.

FIELD TEST RESULTS

While the number of students responding to each writing prompt was limited, the results of the field test provide indications of student achievement.

1. Students performed best on prompts designed to elicit narrative writing.
2. Student performance was lowest on prompts designed to elicit expository writing.

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High School Proficiency Testing: Fact Sheets

Ninth-Grade Citizenship

INTRODUCTION

Beginning in the fall of 1990, all ninth-grade students will take proficiency tests in four areas: reading, writing, mathematics, and citizenship. If a student does not pass the tests the first time, that student will continue taking the test(s) in the area(s) not yet passed. The tests will be administered twice a year. Beginning July 1, 1993, all students who receive a diploma from a public high school in Ohio will need to have passed the ninth-grade proficiency tests in all four areas.

The purpose of this material is to provide information about the ninth-grade proficiency test in citizenship. Schools may use this information as they prepare students for this important statewide testing program.

LEARNING OUTCOMES

The tests will be based upon learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1988 by the State Board of Education. The information included on these fact sheets applies to most test items; however, the descriptions may not cover all items that could be used on tests. The learning outcomes (in bold) and related information about test content are provided below.

1. **Identify the major significance of the following historic documents: Northwest Ordinance, Declaration of Independence, Constitution, Bill of Rights.**

   The Northwest Ordinance of 1787, the Declaration of Independence, the United States Constitution (including all amendments), and the Bill of Rights (the first ten amendments to the United States Constitution) are the only historical documents for which questions will be included. Questions may give such information as the provisions or contents of a document, its importance, or its purpose, and require students to identify the specific document. Other questions may name the document and ask for the identification of its associated provisions, importance, or reason/purpose.

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2. **Know that many different peoples with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.**

   Students should be able to demonstrate an understanding that the history of the United States is the history of different cultural, racial, gender, ethnic, and linguistic groups; that each of these groups has contributed significantly to the development of America as a nation; and that the combining of many groups' contributions has made America what it is today. Items may reflect local, regional, national, and international attributes of cultural diversity.

3. **Identify various symbols of the United States: flag, national anthem, Pledge of Allegiance, Independence Day.**

   Knowledge related to the four symbols specifically stated in the learning outcome will be assessed. Questions will focus on the identification of the symbols, their parts or contents, and what the symbols represent.

4. **Locate the United States, the nation's capital, the state of Ohio, and Ohio's capital on appropriate maps of the nation, hemisphere, or world.**

   Students will need to be able to identify the United States on a world map or a map of the western hemisphere. Most items requiring identification of the nation's capital, the state of Ohio, and Ohio's capital will make use of a map of the United States. Some items require students to locate the nation's capital or Ohio's capital when the place is not identified by name. The items will not require distinguishing between points located close together on a map (e.g., Washington, D.C., and Baltimore). Student understanding of a standard coordinate scheme also will be evaluated.

5. **Demonstrate map-reading skills, including finding directions, judging distances, and reading the legend.**

   Students will be required to determine directions, interpret the legends of maps, and determine distances between points using the scale provided but without using precise measuring tools.

6. **Know the following economic concepts:**

   a. **All levels of U.S. government assess taxes in order to provide services.**

   b. **Individuals and societies make choices to satisfy wants with limited resources.**

c. Nations become interdependent through trade.

This outcome deals with three basic economic issues. The first issue examines how local, state, and national governments raise money through taxation. Taxes pay for services, including national defense, business regulation, providing government subsidies, education improvement, and measures to promote economic development.

The second issue deals with scarcity created by society's unlimited wants and limited resources. Students will need to understand that individuals, business firms, and governments must pick and choose from among the things they would like to have in order to get the most from their resources.

The third issue examines how nations become interdependent through trade. In this context, students will need to understand that interdependence occurs when two or more persons, regions, or nations specialize and exchange goods and services to satisfy wants; that the world's productive resources are unequally distributed among nations; and that international trade is the result of specialization and contributes to interdependence among nations.

7. **Identify the main functions of each branch of government (executive, legislative, judicial) at the national, state, and local levels.**

Students will need to understand the concept of branches of government at the national, state, and local levels. Students will need to know that (a) the main function of the legislative branch is to make laws; (b) the main function of the executive branch is to see that all laws are carried out; and (c) the main function of the judicial branch is to interpret law. Students will be expected to identify and apply these functions at the national, state, and local levels.

8. **Identify major economic systems: capitalism, socialism, communism.**

Questions will focus on the differences among the three economic systems stated in the outcome. Students will be expected to know and understand the definitions/characteristics of the three systems. Since these economic systems are difficult to identify in the real world, questions will focus on the theories of the systems.

Capitalism is defined as an economic system based on the private ownership of property and in which persons invest money in the means of production (factories, machines, and land) or distribution to gain a profit.

Socialism is defined as a system in which the principal means of production are controlled or owned by government or society rather than by individuals.

Communism is defined as the final stage of socialism in which there are no social classes, cooperation replaces competition, everyone's needs are met, and the means of economic production and distribution are controlled and owned by society as a whole.

9. **Demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens.**

Students will demonstrate an understanding of the separation/relationships of powers. These include various powers, such as the examples specified below.

a. Exclusive to the national government: to declare war, to regulate interstate and foreign commerce, to print money, to conduct foreign affairs

b. Exclusive to the state government: to determine qualifications of resident voters, to govern marriage and divorce laws

c. Held by both state and national governments: to levy and collect taxes, to set standards of public health

d. Denied to both state and national governments: to levy taxes on exports, to pass a law that violates the U.S. Constitution, to grant titles of nobility

e. Held by local governments in Ohio: to establish zoning regulations, to determine building codes

10. **Distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, dictatorship.**

A political system is determined by how power is exercised or by the number of individuals who can participate in the political process.

a. A representative democracy is defined as a political system where government is empowered by the consent of the people, power is exercised by elected officials, rights and liberties are guaranteed, and the government and people are under the rule of law.

b. An absolute monarchy is a system of government in which a king or queen has total power.

c. A dictatorship is a system where government is not limited; power is located in the hands of an individual or a small group; rights are not guaranteed; elections, if they exist, do not offer a choice; the government does not always follow the rule of law; and force or the threat of force is frequently used to keep the peace.

11. Describe the process for making, amending, or removing laws.

For the purpose of this test, the sequence for making laws will be as follows:
a. a bill is introduced into one house of Congress or state legislature;
b. the bill is studied by a committee of that house;
c. the bill is debated and approved by that house;
d. the bill is sent to the other house;
e. the bill is studied by a committee of that house;
f. the bill is debated and approved by that house;
g. the bill is sent to a conference committee if there are differences between the House and Senate versions, and both houses must approve the conference committee version of the bill;
h. the approved bill is sent to the President or governor;
i. the President or governor signs or vetoes the bill;
j. Congress can override a veto by a 2/3 vote in each house;
k. The Ohio General Assembly can override a veto by a 3/5 vote in each house.

The following is important information affecting the process of making laws:
a. only members can introduce a bill in the House of Representatives and the Senate;
b. pressure groups (such as business, labor, agriculture, and education) often draft bills;
c. many bills are prepared in the executive branch;
d. Ohio voters may draft proposed laws by securing a certain number of signatures of qualified voters and placing the proposal before the electorate for approval or rejection.

Laws can be amended or removed by either constitutional amendment or the passage of other laws.

The U.S. Congress or a national convention called by Congress may propose an amendment to the U.S. Constitution. An amendment must be ratified by three-fourths of the states before it goes into effect.

Laws may be revised through the legislative process or may be ruled unconstitutional through the process of judicial review. The following important information affects the process of removing a law:

a. the legislative branch may approve a new law which replaces a former law;

b. Congress or the state legislature may repeal or abolish a law;

c. laws may be ruled unconstitutional or revoked as a result of judicial review and interpretation;

d. Ohio voters may demand that a law passed by the state legislature be referred to them for final approval or rejection.

12. **Know how the law protects individuals in the United States.**

a. Give examples of rights and freedoms guaranteed in the Bill of Rights.

b. Apply the concept of justice, including due process and equity before the law.

c. Know the importance of a learning or work environment free of discrimination against individual differences.

d. Identify legal means of dissent and protest against violation of rights.

Four issues are stipulated in this learning outcome statement. The first deals with the rights and freedoms guaranteed in the Bill of Rights (specifically, the rights guaranteed in amendments 1 - 8). The second issue requires students to apply their understanding of their rights as U.S. citizens, as expressed in the 14th, 15th, 19th, and 26th amendments. The third issue requires that students understand the economic and social implications of discrimination in the school or work place. The last issue examines legal ways of dissent. These include petitions, lawsuits, peaceful public protests, voting, and oral and written communication to media and public officials.

13. **Understand the major role of political parties in a democracy is to provide a choice in governmental leadership (i.e., candidates and platforms).**

While the role of a political party is larger than that stipulated in the learning outcome statement, the purpose of this learning outcome is to have the student demonstrate an understanding of two important functions of a political party at the national level: (a) to provide governmental leadership in the form of candidates; and (b) to provide governmental leadership in the form of political platforms.

14. **Understand the role of public officials in government.**

    a. **Distinguish between elected and appointed officials.**

    b. **Describe the ways officials can be elected or appointed.**

    c. **Evaluate the actions of public officials on the basis of a given set of criteria.**

    Students will need to know how public officials identified below acquire their offices.

    a. national:
    - President and Vice President, elected (voters elect electors to Electoral College, Electoral College elects President and Vice President)
    - cabinet member, appointed (appointed by President, confirmed by Senate)
    - senator and congressional representative, elected
    - federal judge, appointed (appointed by President, confirmed by Senate)

    b. state:
    - governor, attorney general, secretary of state, legislator, and state judge elected

    c. local:
    - mayor, some elected, others appointed by city council or commission
    - council member/county commissioner, elected

    Students will also evaluate the actions of public officials according to criteria provided.

15. **Know that voting is both a privilege and a responsibility of U.S. citizenship.**

    a. **Recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote.**

    b. **Identify the qualifications for voting.**

    Students will need to know the factors stated in the outcome that can no longer affect individuals' eligibility to vote. The qualifications for voting in the state of Ohio include being a U.S. citizen, being at least eighteen years of age by the November election, being registered with the board of elections, and being a resident of Ohio. Students should understand that voting is a right and a responsibility.

16. **Demonstrate the ability to use information that enables citizens to make informed choices.**

    a. **Use more than one source to obtain information.**

    b. **Identify points of agreement and disagreement among sources.**

    c. **Evaluate the reliability of available information.**

    d. **Draw conclusions by reading and interpreting data presented in charts and graphs.**

    e. **Identify and weigh alternative viewpoints.**

    Students will identify and evaluate alternative viewpoints based on whether the information can be demonstrated or empirically verified or whether the information contains beliefs and attitudes that cannot be proven. In determining the reliability of information, characteristics of reliable sources should be considered, including an accurate use of facts, a recognition of the sources of information as knowledgeable on the subject, and adequate support of statements. Characteristics of unreliable sources of information include use of unsupported opinions, failure to identify sources, identification of sources that have no apparent claim of specialized knowledge on the subject (e.g., testimonials and bandwagon techniques), use of generalities and unsupported statements, and use of statements that appeal solely to the emotions of the audience (e.g., name-calling). Items will require students to read and interpret material from one or more sources.

17. **Identify opportunities for involvement in civic activities.**

    Items will focus on citizenship as a participatory (active as opposed to passive) activity.

FIELD TEST RESULTS

While the number of students responding to each test item was limited, the results of the field test summarized below provide indications of student achievement on groups of test items.

1. Student performance was highest on items measuring outcomes 3, 4, 5, 12, 15, 16, and 17.

2. Student performance was lowest on items measuring outcomes 1, 7, 8, and 11.

ITEM DISTRIBUTION

Each form of the citizenship test will consist of 50 multiple-choice items. Each learning outcome will be assessed with a minimum of two test items. The test questions will be distributed over six categories, or subscales, as follows:

Category	Learning Outcomes	Number of Test Items
History	1, 2, and 3	7
Geography	4 and 5	6
Economics	6 and 8	5
Government	7, 9, 10, 13, and 14	14
Law	11 and 12	8
Citizen Knowledge	15, 16, and 17	10

ADDITIONAL INFORMATION

- Each test item will have four answer choices, but only one answer will be correct. There will not be a penalty for choosing an incorrect answer.
- Some items require students to recall specific information, while other items require students to apply their knowledge to a life situation.
- Students will not be permitted to use references or tools other than writing instruments on this test.
- Students will have a maximum of two and one-half hours to finish the test. Most of them will be able to complete it within an hour.
- Charts, maps, and other materials in the classroom that could assist students with test items will need to be covered or removed during the test.

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